

# Performance and Development Policy



**PARA HILLS  
HIGH SCHOOL**

Your vision **Your future**

## Rationale

The DECD Performance and Development Policy promotes and supports a culture that involves individuals and teams. Its continuous cycle of performance planning, professional learning, feedback, recognition and accountability measures supports the currency and continuous improvement of staff.

The policy connects the work of staff to organisational planning, strategic objectives and relevant performance standards through individualised planning, learning and accountability programs to maximise the learning outcomes for our students.

## Objectives

The objectives of the Performance and Development Policy are to:

- engage staff through professional learning, shared practice and professional relationships
- promote behaviour consistent with the *Code of Ethics for the South Australian Public Sector*
- inspire performance improvement and build professional capacity
- establish and maintain systematic recognition, feedback and accountability measures
- promote timely and reasonable intervention by leaders to manage instances of unsatisfactory performance
- comply with government legislative and industrial requirements.

## Values

The Performance and Development Policy is underpinned by:

- fairness, equity and trust
- mutual respect, understanding and responsibility
- openness to learning and change
- performance processes that are integrated into the day-to-day workplace practices
- accountability through professional conversations and authentic feedback
- recognition and reward
- work-life balance
- supportive and safe working environments
- access to effective and relevant professional development
- commitment to improve outcomes for students.

## Performance Expectations

Performance expectations are established standards for performance including ethical and behavioural standards. Sources of performance expectations may include:

Code of Ethics for the South Australian Public Sector; Protective Practices for Teachers; National Professional Standards for Teachers; National Professional Standards for Principals; Teachers Work 2001; departmental policies, procedures or guidelines; job and person specifications; strategic plans; improvement plans; previously established Performance and Development Plans; policies, procedures or agreements that apply to workplace operations.

## Performance Development Process

Performance and Development Planning is a cycle of **performance planning**, **professional learning** and **performance review** that supports individual performance improvement.

Each staff member will work in regular consultation with an assigned Line Manager with whom they will meet formally to review a Performance Development Plan once a semester. (or more frequently as required)

Performance Planning – This focuses on identifying performance objectives that:

- are challenging and encourage creativity and innovation
- align with performance expectations, professional standards or job and person specifications
- align with and support the achievement of organisational priorities
- provide focus and opportunity for career aspirations
- take account of the range and level of the employees responsibilities

Professional Learning – Line managers and staff work together to identify professional learning activities that:

- support the achievement of established performance objectives
- further develops knowledge, skills and capabilities
- build on existing strengths and areas for development
- supports career aspirations.

Performance Review – This focusses on contributions, achievements and measures of success for the proceeding review and is an opportunity to:

- give and receive feedback about performance that is evidence based, explicit and objective
- recognise and celebrate contributions and achievements
- reflect on successes, objectives that have not been met and how things may have been done differently.

When both the Line Manager and staff member are satisfied with the outcomes of the performance conversation they agree to a Performance and Development Plan, and establish a timeframe for the next performance conversation.

### Line Managers are expected to:

- establish and maintain systems that provide performance planning, professional learning and accountability programs for each employee that encourage:
  - shared learning practice
  - the exchange of authentic feedback among colleagues
  - employee ownership of the performance and development process
  - critical reflection by employees about performance
- observe the professional practice of staff and provide authentic feedback openly and respectfully
- clarify expectations and work focus
- recognise and celebrate staff contributions and address unsatisfactory performance
- communicate openly and seek staff input in the design and implementation of performance and development systems and programs
- have consideration for staff workload when creating and reviewing performance and development programs.

### Staff Members are expected to:

- identify performance objectives that contribute to personal and organisational goals
- critically reflect upon their own performance and identify relevant learning goals
- be accountable for the performance expectations and behavioural standards that relate to their role/duties
- establish and maintain meaningful professional relationships and collaborative networks
- share learning and practice with others
- seek and receive feedback openly and respectfully with colleagues
- contribute to a safe and supportive working environment.